

Requirement

# Ford End C of E Primary School

## Special Educational Needs and Disabilities (SEND)

### Information Report

#### *School Offer*

Information on the kinds of special education provision made in the school.

For children who have general learning difficulties

#### School Provision

The delivery of the provision for children with learning difficulties can take place in the normal classroom setting and is the responsibility of the Class Teacher. Through 'Quality First Teaching' children's needs are assessed, planned, implemented and reviewed. Teacher planning includes differentiated work for SEN children.

Within in each class children are ability grouped for Literacy, Numeracy and other subjects as applicable. LSAs are deployed to support all children as directed by the teacher. LSAs are also used to support children with special needs in a small group or as 1:1.

Intervention groups may run for small numbers of pupils who need extra support. Differentiated phonics groups are run daily.

Children who cannot access the work after the usual differentiation may be supported on a 1:1 basis, or small group, usually within the classroom, as needed or withdrawn for short periods of time to work towards achieving their personal objectives.

Depending on the nature of the child's difficulties, he or she may also be withdrawn from lessons for short periods of intensive specialised teaching, mentoring, therapy or counselling. This will usually happen when:

- A child has an Education Health Care Plan (EHCP) or has been identified as having need at the 'additional' level and needs time to work towards their specific outcomes.
- A child is following a short-term evidence based intervention programme due to the identification of a need to accelerate learning or target key skills.

Additional LSAs are employed to specifically work with the very few children with EHCPs, under the direction of the SENCO and class teacher.

### Social, Emotional and Mental Health Difficulties

Children remain the responsibility of the class teacher and will receive a differentiated approach to their school life depending on their need. For example they may have additional resources to support them in the classroom such as reward charts, timers, clear rules and routines etc. a personalised approach to their learning may be required such as, exploring feelings, anger management, SMART Thinking. Some may also be on their own personalised behaviour management plan.

The school runs a “**Mentoring programme**” and there is one trained LSA who is used to act as mentor for the support of children with social, communication, interaction, behavioural and emotional difficulties.

For children who need additional mentoring, a qualified counsellor visits the school on a weekly basis as requested to speak to children who have family problems, behaviour, social and emotional, and communication and interaction difficulties. Lego, music and colour therapy strategies are used to assist with communication.

### Autism and Social Communication Difficulties

Children remain the responsibility of the class teacher and will receive a differentiated approach to their school life depending on their need. For example they may have additional resources to support them in the classroom such as, visual timetables, visual organisation prompts, first / then boards, tasks broken down into manageable steps, use of clear and precise language, various options for recording work, work stations, sensory support. Some may attend individual, paired or small group out of class sessions to develop their social communication skills. The specialist teacher for Autism and social communication difficulties also supports and advises for children with significant needs in this area.

### Speech and Language difficulties

Children remain the responsibility of the class teacher and will receive a differentiated approach to their school life depending on their need. For example they may have additional resources to support them in the classroom such as, pre-taught topic vocabulary, tasks broken down into pictorial format, task organisers, use of mind mapping techniques. Speech and Language Therapists and support workers are used to run a variety of speech and language programmes which can focus on speech production, understanding and use of language, or the social use of language. One LSA has received ELKLAN training to enable her to deliver speech and language programmes drawn up by the speech and language therapist who visits the school on a termly basis to assess and review children. The SENCO, class teachers and LSAs liaise with the speech and language therapist who also models interventions that can then be implemented by LSAs.

	<p><b><u>Sensory, Physical and Neurological Difficulties</u></b></p> <p>Children remain the responsibility of the class teacher and will receive a differentiated approach to their school life depending on their need. For example: they may have additional resources to support them in the classroom such as children experiencing difficulties with hand control for writing follow the Teodurescu /Write from the Start writing programme. A motor skills groups runs weekly who would benefit. The school would put into place a programme of support as suggested by the health authority.</p> <p><b>For children who have medical issues the</b> school arranges meetings with school nurse to complete Health Care Plans for children on medication including children with allergies, asthma, epilepsy and diabetes.</p> <p>Occasionally a child may visit outside therapy clinics in order to access specialized support. Permission is granted if access to this support will benefit the child in a school setting.</p>
<p><b>How are SEND professionals from outside school (External Agencies Involved)?</b></p>	<p>Some children with particular difficulties are supported agencies by the involvement of external agencies e.g. Specialist Teaching, Educational Psychologists, Behaviour Support, Paediatricians, Occupational Therapists, Physiotherapists, Speech and Language Therapists, Counsellors, Home/School Liaison, Health Visitors, School Nurses, Hospitals, Optometrists and other specific professionals who may provide general advice, specialist assessments or advice on different strategies or materials.</p> <p>In discussion with the class teacher and the parent, the SENCO makes a referral to appropriate outside agencies. The SENCO liaises with outside agencies as appropriate.</p>
<p><b>Are there any other support services that are readily available to Ford End School?</b></p>	<p>Yes. Ford End Primary School is part of The River Chelmer Primary Partnership, which pools funding to fund the following services:-</p> <p><b><u>1. Family Support</u></b></p> <p>The overall aim of this service is to improve academic achievement and consequently employment, education and life chances for children and young people. Issues which may have formed barriers to attainment and personal achievement issues will be addressed through creating partnerships between the children, young people, families and the school.</p> <p>This work is commissioned through the Chelmsford YMCA and each school has access to a Family Support Coordinator who works with either the child and or family.</p> <p>Support may include the following:</p>

- Working with children and families experiencing difficulties by providing positive, emotional and practical support, and non-judgemental advice.
- Working with families on parenting issues, setting boundaries and routines, and offering general advice and guidance.
- Working with children and families who are going through separation or divorce, providing sessions with the children at home or school so they can talk about their wishes and feelings, enabling them to realise they too are being supported through this difficult transition.
- Working with children and Young People at risk of social exclusion and isolation due to various issues such as bullying, anger and mental health issues.
- Working with children and Young people who have been negatively affected by medical, economic, environmental or social issues to raise their self-esteem and consequently confidence and aspirations.

## 2. Learning Mentor Project

Our school has a Learning Mentor who works on a one to one basis with selected children for an hour every week.

The support given depends on the needs of the child but the main aim of the support is to help to improve learning outcomes. The impact of the intervention is closely monitored.

## 3. GROW - Primary

GROW project provides more specialised support than is normally available in a mainstream primary setting, through the delivery of high quality, enhanced early intervention specialist support for primary aged children with behaviour, emotional and/or social difficulties. This involves a secure carefully planned and structured learning experience to promote more positive behaviours for such children.

Newlands Spring school acts as the 'host' River Chelmer Primary Partnership school and the project is supported by Educational Psychologist (EP) professionals.

The unit is able to take up to 5 children at any one time for a fixed period of support. A normal period of support within the 'unit'

would be 6-8 weeks per child following which, the child returns to their own school.

#### 4. Speech and Language Support

The River Chelmer Primary Partnership employs a Speech and Language Therapist who works part time across the primary schools to provide enhanced support for children, who have been referred for a speech and language assessment or who are already on the Speech and Language caseload.

Under the guidance of a Speech and Language Therapist, the ELKLAN trained LSAs work with the children to implement the objectives on their Speech and Language intervention plan.

#### 5. SENCO Network

The SENCO Development Network meets normally once a term to meet the training and development needs identified by the group. It also serves as a support network. Recent training events include Autism and Asperger's sessions, Bereavement Training and Dyslexia.

In addition a local schools SENCO Cluster meets on a termly basis to offer support, guidance and advise in all aspects of the role and needs of the local schools

#### The following may be available if required Counselling

This service is commissioned either through Renew Counselling or the YMCA and delivered in school so that there is minimum disruption to the education of the child or young person. Access to provision is by referral from the school, and the school pays for this service at the point of delivery.

Renew School Counselling Service aims to support pupils to attend to their thoughts and feelings about past experiences and current relationships so they are not preoccupied with these when in school. They support children to develop alternative coping strategies that allow distress or difficult feelings to be shared, rather than acted out. They aim to engage parents/carers and school staff where they can and feedback any suggestions for supporting the child or young person at home or in class.

Counselling may be time limited (one term) or ongoing (usually a full academic year). Renew can advise schools about the likely length of contract for each child but are asked to be mindful about the difference between time limited counselling (one term) and ongoing counselling (usually one academic year) and factor this into their expectations of the service and outcomes for children.

Before counselling can begin a parent or someone with parental responsibility needs to give consent. Usually the school obtains this; alternatively it can be obtained by the counsellor if parents/carers attend the assessment session.

**How does Ford End School identify assess, provide provision and assess the effectiveness of support for children with SEND?**

**Current Identification And Assessment For Children Who Potentially Have SEND**

We know that not all children will progress at the same rate and that not all children falling behind their peers have SEN. The identification of SEN is built into the overall approach of monitoring the progress and development of all pupils. Where pupils are falling behind or making inadequate progress given their age and starting point they are given extra support. The pupil's response to such support may help identify their particular needs.

Adequate progress includes progress which:

- is similar to that of peers starting from the same baseline;
- matches or better the child's previous rate of progress;
- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider.

Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENCO, will assess whether the child has a significant learning difficulty. If the answer is yes, the pupils will be put on the school SEND register at Additional School Intervention (ASI).

Identification and Assessment includes:

- the use of high quality formative assessment, for example observation, looking at work and data
- summative assessment materials, for example reading, writing and maths assessment.
- specialised assessments from external agencies and professionals, for example completion of the Connors or sensory

questionnaires.

School leaders and teaching staff, including the SENCO, will seek to identify any patterns in the identification of SEN both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

### Provision for Children at 'SEN Support'

1. **Quality First Teaching**, seeks to engage and support the learning of all children. Differentiation for individual pupils is the first step in responding to pupils who have SEND.

2. **A graduated approach** is then acted upon. This involves more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of the child. The process is:

**Assess** – using the methods above.

**Plan** - the interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided is based on reliable evidence of effectiveness and provided by staff with sufficient skills and knowledge. A Personal Provision Plan will be put in to place.

**Do** - The teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they still retain responsibility for the pupil, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions. The SENCO supports the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support.

**Review** -The effectiveness of the support and the impact on the child's progress is reviewed in line with the agreed date. The class teacher, working with the SENCO, will revise the support in light of the pupil's progress and development, deciding on any changes to support and revised outcomes in consultation with the parent and pupil. Formal reviews with parents are conducted at least twice a year where a new provision plan for the child will be drawn-up.

### **3. Involving Specialists**

We may involve specialists at any point to advise regarding early identification of SEN and effective support. When available we involve a specialist if a child continues to make little or no progress over a sustained period or where they continue to work at levels substantially below those expected of children of a similar age despite support. Parents are always part of this discussion.

	<p><b><u>Current Identification of Children who Need a Statutory Assessment</u></b></p> <p>Ford End Primary School will discuss requesting that the Local Authority (LA) initiate statutory assessment of the child’s needs if:</p> <ul style="list-style-type: none"> <li>• adequate progress has not been made despite provision of an individual programme and concentrated SEN Support, backed up by evidence.</li> <li>• A child is identified as demonstrating a significant cause for concern.</li> </ul> <p>And;</p> <ul style="list-style-type: none"> <li>• the child’s needs cannot be met under the current resources available to the school.</li> </ul> <p>The Code of Practice (2014) is used to ensure rigorous following of statutory procedures.</p> <p><b><u>Provision for Children with EHCPs</u></b></p> <p>Any additional resources awarded through an EHCP will be allocated in discussion with teachers, parents, external agencies and LA representatives.</p> <p>Provision will take the Graduated Response format. In addition to the termly review meetings, an Annual Review will take place where all parties involved with the child, and the child, will be invited.</p>
<p><b>What is the name and contact details of the SEN Co-ordinator (SENCo)?</b></p>	<p>Our SENCO is Miss Deborah Rudkin. Deborah is currently studying for the National Award in SEN Co-ordination. Deborah has one day to fulfil her SENCo duties, she is in school every Tuesday and can be contacted on the school telephone number (01245 237209) or through the school’s email: <a href="mailto:admin@fordend.essex.sch.uk">admin@fordend.essex.sch.uk</a></p>
<p><b>What expertise and training do staff have in relation to children with SEN?</b></p>	<p><b><u>Teachers and LSAs</u></b></p> <p>We have a team of teachers and LSAs who have varying degrees of experience and expertise. They all take part in:</p> <ul style="list-style-type: none"> <li>• In-school training in relation to SEND. Recent training has focused on ‘Embedding the Code of Practice’ and ‘Supporting Children with Autism and Social Communication Difficulties’, Provision Guidance.</li> <li>• External training – identified through a needs-analysis, performance management procedures or area of need. Recent training has included the ‘Working Memory Difficulties’, ELKLAN training and MITA training.</li> <li>• Regular meetings in school led by the Senior Management Team.</li> <li>• Performance Management</li> <li>• Standards Meetings (termly Pupil progress meetings for teachers, which feed into a cycle of Achievement Team meetings for all staff) .</li> <li>• Observations by the Senior Management Team while supporting or teaching in-class and during out of class interventions.</li> </ul>

	<ul style="list-style-type: none"> <li>• SENCO liaison meetings as necessary to discuss programmes, feedback on courses and SEN children.</li> <li>• Regular workshops to train new or less experienced Teachers or LSAs.</li> <li>• In school training is arranged for specific SEN topics and medical diagnosis, for LSAs, teachers and Mid-Day Assistants</li> </ul> <p>LSAs teach small focused groups for assistance with Maths and English. One trained LSA is used to act as mentor for the support of children with social, communication, interaction and emotional difficulties. In addition 1 LSA is undergoing specialist training in SEND in order to deliver intensive individualised evidenced-based interventions and support programmes. These are implemented daily.</p> <p><b><u>SENCO</u></b></p> <p>Our current SENCo:</p> <ul style="list-style-type: none"> <li>• Is currently studying for the National Award in SEN Co-ordination.</li> <li>• Has over 10 years of experience in teaching.</li> <li>• Attends the local SENCO Cluster Group meetings</li> <li>• Attends termly SENCO update meetings which are held for Secondary and Primary SENCOs</li> </ul>
<p><b>What equipment and facilities does Ford End Primary School have for children with SEND?</b></p>	<p>Specialist resources are used to aid learning across the school. These include sand timers, behaviour charts with stickers and rewards, visual timetables, play leaders, peer tutors, left handed scissors, pencil grips, sit and move cushions, writing slopes, coloured overlays, a wide variety of ICT resources. There is also a ramp at the front of the school, a semi-disabled toilet and striped steps for visually impaired pupils. Further specific specialist equipment is bought or hired according to the needs of the children, as and when they arise.</p> <p>We also run a variety of intervention programmes including, Reading and Phonics, Peer Tutoring, Reading Comprehension Support, Maths Support, Motor Skills Support, speech and language and a variety of Social and Emotional Support Groups.</p> <p>All monies for specialist equipment is utilised from the SEND budget or EHC plan allocated budget or from the pupil premium funds of SEND children.</p>
<p>The arrangements for consulting parents of pupils with special educational needs.</p>	<p>Meetings are arranged to meet with parents at least twice a year. Parents are provided with parent's views forms to record what they feel is working well for their child at school and home and also what is not working so well. From this all adults involved with the child and the child draw up a one plan.</p> <p>SENCO is available on Tuesdays to discuss progress of their children.</p> <p>For some parents, regular structured conversations are offered to ensure good quality discussion between home and school.</p> <p>The SENCO regularly contacts parents to keep them updated with any issues or consideration of new strategies.</p>

	<p>Parents of children who have an EHC Plan are invited to discuss their child’s progress at the Annual Review. In year 5 the amendment of the ECHP will be discussed ready for secondary school transition.</p> <p>Parents of children who have an ECHP are invited to a separate Annual Review. In Year 5 for the amendment of the EHCP will be discussed ready for secondary school transition. Parents of children who have and EHC Plan are invited to discuss transitional provision with the potential secondary school at a Transitional Review.</p> <p>Parents are invited to discuss arrangements with the Class Teacher and /or SENCO throughout the year by making an appointment at the school office.</p>
<p><b>What are the arrangements for consulting children with SEND and involving them in their education?</b></p>	<p>Children on the SEND register are made aware of their targets and are informed about their progress on a regular basis. The targets are discussed with the child so he/she is aware of them and understands any interventions involved to achieve this. Children are then invited to make a contribution to the child view section of the review. Children with One-Page Profiles are invited to contribute to the development and review of these.</p> <p>Annual review meetings are held for children with an EHCP to analyse outcomes, set new targets and determine strategies to improve attainment. Children record their views about school on the child view section of the paperwork and are invited to discuss their achievements during the Annual Review meeting.</p> <p>Rewards for achievement of targets and good conduct include stickers, Head teacher awards, house points, achievement certificates awarded in celebration assembly, certificates awarded for specific programmes.</p> <p>Children with SEND are given equal opportunities to participate in all school activities and roles of responsibility. In the past SEND children have been represented on the school council.</p>
<p><b>How are complaints dealt with?</b></p>	<p>The procedure for complaints is outlined in the School’s Complaint’s Policy Procedure available on the website. <a href="http://www.fordendschool.com/wp-content/uploads/2016/01/Complaints-policy-2016.pdf">http://www.fordendschool.com/wp-content/uploads/2016/01/Complaints-policy-2016.pdf</a></p> <p>Should you want to make a complaint, you are able to contact the following people:</p> <p>Head Teacher: Mrs Liz Maycock  Head of School: Mrs Sarah Cottee  SENCO: Miss Deborah Rudkin  SEN Governor: Mr Ollie Bishop</p>
<p>How the Governing body involves health and social care bodies, local authority support</p>	<p>Relevant Policies: SEND Code of Practice. Health and Social Care Act</p>

<p>services and other bodies in meeting the needs of pupils with SEN.</p>	
<p><b>How can parents get the contact details of support services?</b></p>	<p>Specialist service contacts are given to parents as and when needed. Information relating to the Local Offer for Essex is available via <a href="http://www.essexlocaloffer.org.uk/">http://www.essexlocaloffer.org.uk/</a></p>
<p><b>What are the arrangements for supporting children transferring between pre-school to Ford End Primary School or to secondary school?</b></p>	<p><b><u>TRANSITION PLAN ARRANGEMENTS FOR TRANSFER FROM PRE-SCHOOL TO FORD END PRIMARY SCHOOL</u></b></p> <p>Where children are transferring from pre-school, all children who have a SEND and one plan transfer with this to Ford End Primary school and are put onto the SEN register. All provision, programmes and outside agency support in place at pre-school continue at this school.</p> <p>The SENCO will liaise with the SENCO of the previous pre-school. A review of the children's needs will be made after an initial settling in period. All SEN children may visit this school on several occasions to familiarise themselves with the staff, school structure, including toilets, hall, playground etc.</p> <p><b><u>TRANSITION PLAN ARRANGEMENTS FOR TRANSFER FROM CLASS TO CLASS</u></b></p> <p>At the beginning of a new academic year, the SENCO will inform teachers and their LSAs about the SEND children in their class and provide them with the summer term's targets and any other medical information. Relevant courses will also be arranged.</p> <p><b><u>TRANSITION PLAN ARRANGEMENTS FOR TRANSFER FROM FORD END PRIMARY SCHOOL TO SECONDARY SCHOOL</u></b></p> <p>Where children are transferring to Secondary School, the SENCO will meet SENCOs of each secondary school to transfer SEND information. All SEND school records will be passed on to secondary school. Close links are in place with our local secondary school, Chelmer Valley High. An SEN morning is set up in the summer term, where children with significant SEND needs are able to meet with other children with SEND at Chelmer Valley High and the LSAs. They look around the school whilst the SENCOs meet to discuss the children's needs.</p> <p>Parents of children who have an EHCP are invited to discuss transitional provision with the potential secondary school at a Transitional Review.</p>

	Children with SEND prepare a 'pupil profile' to take to secondary school. This is forwarded on to the secondary school.
<b>Information on where the local authority's local offer is published</b>	SEN Policy SEN Provision Review School website and handbook